

# THE MISSOURI EDUCATOR.

---

VOL. II.

JEFFERSON CITY, OCTOBER, 1859.

No. .6

---

From the Wisconsin Journal of Education.

## ADDRESS BEFORE THE WISCONSIN STATE TEACHERS' ASSOCIATION.\*

---

SUBJECT:—*Religious Instruction in Common Schools—Method of imparting it.*

---

Whatever man knows, or whatever he becomes, mentally and morally, is the result of education. All spiritual development arises, not from accretion, but from action. The physical, as the medium through which the spiritual receives its impressions and gives forth its expressions, by an appropriation of the elements of nature to itself, will enlarge its dimensions, and thereby increase its efficiency as an instrument in doing; but the "power behind the throne" that wields this accumulating mass of vitalized matter, grows only as it acts. Inactivity is the sure forerunner of imbecility; while doing, not only forestalls enervation, but also increases both the facility and the strength of action. All spiritual action may be classified into three grand divisions, to wit: reception, reflection, and expression. With reception begins the process of education; a process that is to be continued while being lasts. The infant mind is placed in parental hands as a delicate casket into which the smile of affection is to lodge the first of earth's jewels. Slowly and with much pleasing toil is the lid gently lifted and the deposit made, when it shines out through the tiny features. The interested eye, the dimpled cheek are sure tokens that the first of life's numerous lessons has been learned.

Thus begun, the education of the child will never cease. Through the successive periods of youth, manhood, and age, it will gain different stages of progression; death will not interrupt the process, and eternity will ever bring its lessons, new as the resources of infinitude will allow, to be garnered into the store-house of thought. Forever on during the flow of creation's unnumbered phases and revolutions will advances be made, and no retreating wave will ever bear the immortal voyager back

---

\*By M. P. Kinney.

to the peaceful moorings of home, where infancy was nourished into being.

Education, to be perfect and accomplish its high and most noble mission, should have a right beginning, to be followed forever by a right continuance. It should have respect to the proper development of all the elements which God has incorporated into the framework of the soul. We must not, indeed, forget the physical of our natures, as it is "the house we live in;" still the development of the physical is simply a means to an end: and that end is the building up of the spiritual into the likeness and approximate magnitude of God. The temporary of our being must be rendered subservient to the good of that which is permanent and eternal. Hence, by common consent, we use the term education as having prime reference to the use of those means and appliances adapted to the promotion of spiritual growth. But here the common application of the term is too often made to exclude the more noble and excellent department of the soul, wherein lies the foundation of its character as to moral qualities, and which holds within itself the elements of joy and sorrow, of happiness and misery. As the crowning glory of the divine nature is, not that God knows and does, but that he is good and true, and loves these qualities with an unchangeable regard, so a similar excellence and regard in man is the culmination of humanity as represented in him. In this thought is contained the true idea, the sum and substance of all education. There are, indeed, many secondary ends; but these all, like confluent streams that unite to form the majestic river, should contribute as directly as possible to the moral elevation of humanity into an exact likeness to Divinity. As humanity wholly devoid of those excellencies that constitute the glory of God, is no humanity at all, according to the original and divine idea of man, so education that does not embrace the great truths and principles of true religion, is radically defective in its means and appliances for the proper development of man. Hence, that our children may be educated rightfully, they must be educated religiously.

By a religious education we do not mean the inculcation and reception of those dogmas and systems of theology that distinguish the different sects or denominations into which religionists are divided, but of those more important truths that underlie those lines of demarkation, and that have prime reference to the duties and relations of man to man, and of man to God. These truths are world-wide, embracing all time, and extending through eternity. They are vital to genuine manhood, and without them humanity can never be brought up to the high sphere of its true nobility. These great and universal truths underlie all sectarianism as the vast continent underlies the rivers, lakes and mountain ranges that diversify its surface. It is the particular province of the church and of the parish school to inculcate their distinctive tenets; but it is the province of the public school, imbued with the spirit and genius of our government, and of our free institutions, to inculcate those broader and sublimer sentiments that come to us through the unfoldings and revolutions of nature, and that were anterior to the word of divine revelation; and that come to us in all their freshness from the divine operations. Assuming, then, as the foundation of our future remarks, that our youth must be religiously educated in order that they may become the true exponents of humanity, as divinely conceived and originally made, and that it is the province of the public schools to afford the means and facilities for such education, we approach the eminently practical question, how shall the work be accomplished?

In the discussion of this question at the present time, we shall pass by the legislatures that frame our school laws, and superintendents and school boards that execute them, and come directly to the teacher, whose skill must plan, and whose energies must execute the great work now under contemplation.

It is presumed that every teacher possesses a good moral character; for this is plainly the purport of the license that allows him to enter upon the duties of his high profession. Yet it cannot be reasonably supposed that all that is here implied is simply total abstinence from the commission of positive evils, a studious care to avoid conventional improprieties in speech and life; but we are persuaded that the idea embraces a recognition of the divine existence, individual relations to God, and the duties and obligations arising from such relations. True morality embraces these thoughts in its doctrines, and also the divine law of commandments in its practice. If it come short of these, it is defective, and, like Caesar's mantle, shows an aperture where the body has been wounded. Having this morality, which is the original idea of religion, and would be the only and universal idea, were it not for the inherent defects of humanity, the teacher, possessed also of other suitable qualifications, is prepared for his noble work of teaching our youth.

You, Mr. President, and others, may tell him how to teach reading, writing, arithmetic, and the like, while it is my mission on this occasion to tell him how to impart religious instruction.

As the youth are proverbially imitators of those who are older, and especially of those who are honored with the possession of authority over them, so example is ever teaching them lessons bearing its own characteristics, which they most readily learn, and whose impressions are most lasting. Hence the teacher of youth should be among his pupils as the embodiment and personification of all that is good and true, in thought, in feeling, and in action. It is not sufficient that he maintain an external show of religious deportment, which is as the dry husk that encloses the life-bearing kernel; a true religious sentiment should abide in his soul, a living, acting principle whose natural fruits shall extend outward, and adorn the life with unfeigned, genuine excellence. Then his presence in the school-room, and with his pupils, will be as the sun in its genial influence upon nature. His example will tend to lead out and enlarge all that is good and beautiful in the young minds committed to his training. Its impress upon them will be as that of the die upon the precious metal, rendering it valuable coin, and giving it desirable currency in the associations of men. He who has failed to grasp the idea of a divine existence, one making and controlling the creation in all its departments of mind and of matter—who, himself, has no soul aspirations after the excellencies contained in that existence, and, therefore, seeks to gain for himself no higher ends than those that are earthly in their origin, nature, and tendency, cannot lead his pupils up towards the high table-lands of a superior manhood. Indeed, whatever may be the attainment to which the pupil should be brought, the teacher must have been there before him, having a practical knowledge of the way thither, and also, in some degree, of the treasures garnered there.

To a correct religious life, should be added timely precepts, given with the same frequency, earnestness, and fidelity which should attend all our efforts at teaching the youthful mind. By "precepts" we do not mean simply the authoritative command, conveyed by the stern and dictatorial "thou shalt," and "thou shalt not," but those oft-repeated and ever-varied moral lessons which the Bible, nature, and human associations are constantly bringing to the teacher's open hand.

The Bible is preëminently the book of God, and as such it belongs, by divine grant, to every human being,—to the youth no less than to the aged. It has an equal right to the school-room, with the air which that same God has made; and its truths are as necessary to the life and development of the soul, as is that atmosphere to the growth of the body. No school-day should be allowed to pass except some of its immortal truths are brought to the attention of the pupils. It should ever be at the teacher's right hand, as the representative of God in the

school-room; and it should speak daily to the minds of the tens of thousands who are so soon to be the self-moving springs that shall urge on the various enterprises of earth towards the period of their completion. Let the teacher introduce the duties and exercises of the day by reading a portion of the sacred writings, following this reading by a prayer, if he have a heart to pray; and if he have not, he should be diligent to gain one, for it is with teaching as with every enterprise to which finite energies are given, "Except the Lord build the house, they labor in vain that build it." The blessing of Him whose blessing is the sure spring to success, is of vital consequence here. If God *must* give the husbandman the harvest in gracious response to his protracted toil, how much more is the divine favor needed in the rearing and perfecting of immortal minds?

Thus are the youth early and continually impressed with the idea of their relations and responsibilities to God, as their creator; and this idea will have a powerful and abiding influence over them in their studies and general deportment. The school-room will exhibit a life and interest that can never be awakened by a toilsome discharge of naked duties. Humanity, whether it be represented by youth or age, cannot be itself, nor act under a consciousness of its relations to God, as well as to men, for these relations are the natural issues of its constitution, as divinely arranged, and a disregard of them is a flagrant violation of the conditions of its being, which must be detrimental to its development. Diamonds may lie for ages beneath a mountain of rubbish, and be diamonds still, for God has perfected their nature by creative skill and power; but things and creatures of growth must enjoy the conditions necessary to such growth; otherwise they will appear deformed. And humanity must be developed with God, just as the plant must grow in the sunlight, that flowers and fruits may appear.

Nature, as the issues of God, should be brought into the school-room daily. The snow-flake, the rain-drop, the leaf, plant, flower, fruit, whatever objects the time and occasion may suggest, are all so many texts, which the teacher may use in his religious discourse to his pupils; for they, as such issues, are eminently suggestive of the power, wisdom, and goodness of God. They remind us of the divine care and supervision, and show that the greatness of God extends downward to the minute of his creation, as well as upward to the sublime and expressive. The insects, too, have their lessons, which the youthful mind can apprehend; and the boy whose cruel sport it may have been to impale them and to witness their dying struggles, should be taught that the exercise of mercy is far sweeter and more desirable than the exercise of cruelty. Nature should never be divorced from her God.

Thus, in conjunction with the daily lessons which the text-books afford, nature in its several departments will furnish additional means in the religious instruction of the youth.

The occurrences that are constantly taking place in the associations of men, are also more or less prolific in lessons which may be impressed upon the minds of children. And the teacher, alive to his noble profession, will be supplied with weekly and daily journals that shall keep him thoroughly posted in the current news and literature of the passing day. These, freely communicated to his pupils, both in the class and as a school, will not only render their tasks more interesting, but they will also give occasion for much profitable moral teaching. By these means the skillful teacher can readily find opportunity to impart such instruction as will tend to the right development of the moral nature of his pupils. Yet, after all that can be said by way of general suggestions, the detail must rest with the chief actor in the premises. Skill and labor will accomplish the work, if attended by the blessing of propitious Heaven. And he who enters upon the profession of teaching must not expect that success will crown his labors unless they are wisely,

earnestly and perseveringly made. This, among the noblest professions, is no sinecure. Perplexities and difficulties will come unsought. Toil must be endured. Energies will waste away under the burden imposed upon them. Life itself may be sacrificed upon the altar of devotion. Still, the reward is ample and compensating. It may not come in earthly goods, but conscience, men, and God will conspire to add to your blessings here, and crown your being with richer gifts hereafter.

---

From the Michigan Journal of Education.

### THE GYMNASIA OF GERMANY.

---

Germany is emphatically the land of scholars. No other country, at the present moment, contains an equal number of eminent men in any department of learning whatever; and no other country affords such facilities for the prosecution of study.

Germany has attained that distinction among European countries somewhat suddenly, and the causes which have contributed to it are well worthy the study of all practical educators. No doubt the extraordinary freedom which is enjoyed in the Universities—those republics in the midst of despotisms, instead of despotisms in the midst of a republic, like many American colleges—is among the chief causes of German intellectual advancement; but active as this cause may be, it is less marked and important than the peculiar organization of the Gymnasia.

Much has been said in this country, and especially in this State, of the *Prussian* system of education, and perhaps no two men have attached the same idea to that term. Both the meaning of the term and the intentions of those who have used it have probably been misunderstood, and by a very natural consequence have been abused. It may be as well to cease quarreling about terms, and to look earnestly at things, especially at things which reveal to us our own deficiencies, and the best method of remedying them.

The great feature of the Prussian, or, what is nearly synonymous, the German, system of education, distinguishing that system from our own, is the Gymnasium. Our best Universities, in the facilities which they afford for mental improvement, are not so far inferior to those of Germany as many persons imagine. The weak point in our educational system is to be found elsewhere, precisely where we find the strongest point in the German system. *It is in the schools preparatory to the University.* They may be called the intermediate schools, since they stand between the primary schools and the University. These preparatory or intermediate schools are called in Germany the Gymnasia.

No one at all conversant with the facts will take offense at the statement, that a well-organized preparatory school or Gymnasium, according to the German standard, does not exist in this country. A view of two principal features in a Gymnasium will make this apparent. Perhaps the first thing that will strike one on becoming acquainted with a German Gymnasium is the number and character of the teachers employed in it. The Friedrich-Werder Gymnasium, in Berlin, had, for example, in 1851, according to a Programme for that year, twenty-five instructors, while the number of pupils was not greater than the average number in the Union Schools of Michigan. What would one here think of a Union School with twenty-five instructors? *What a waste of money!* I would doubtless be the first thought of many persons. Of these twenty-five instruc-

tors, a considerable number were authors; while all were thoroughly-trained and highly-educated men.

We have selected the above example as a specimen of the instructional force of a well-organized Gymnasium. What a contrast does it present to the Union Schools and Academies of this country, where one or two, or at most five or six, men are employed to do the work of twenty. The teacher in a Union School is taxed beyond the powers of the most gifted man. To teach advanced classes well, six or eight hours in as many different studies daily, and to continue this exhausting process year after year, would be too much for even a Humboldt or an Arnold. The consequence is that teachers in the Academies of this country seldom continue to teach many years without falling behind the age in their scholastic knowledge. In Germany, on the contrary, the teacher continues to make intellectual progress though he may teach fifty years. Instead of becoming daily less efficient and more superficial, from unnatural and mental exhaustion, he is continually becoming more and more thorough. We have not space to pursue this suggestive topic further. We hope it may be carefully considered by those who have the welfare of our Union Schools at heart, and that the day may not be far distant when many an exhausted and over-burdened teacher shall have some relief from excessive toil, and thus be able to regain his wonted elasticity, and to replenish his stock of knowledge.

The second and only remaining feature in the German Gymnasia which we propose to notice is the course of study. According to the Programme of the Royal Gymnasium in Stuttgart for the last year, it appears that the course in that Gymnasium, which may be taken as an example, continues *ten years*. Lads are admitted at the age of eight or ten, and are consequently ready for the University when they are eighteen or twenty. The study of Latin is pursued from the beginning to the end of the course. This language, together with the mother tongue, occupies the most prominent place. Next to this is the study of Greek, which is commenced at the end of the third year and continued through the remaining seven years. The study of mathematics is commenced after the sixth year, and continued through the remaining four years. History and geography, the natural sciences, the modern languages, logic, Hebrew, the Christian religion, and music, constitute the remaining studies of the course. The French language, especially, occupies a prominent place, being continued through six years of the course.

There is also a parallel course of study for those who do not intend to enter the University, and who wish to prepare themselves directly for some department of business, in distinction from one of the learned professions. This parallel course is continued only six years instead of ten, and the French language is pursued as a substitute for Greek. The Latin language is, however, a required study through the whole of this parallel course, which is intended to correspond, in its general character and aim, to the Scientific course in the University of Michigan.

In looking at the above courses of study, nothing is so striking as the prominence given to the study of language, literature, and history—in other words, to the study of humanity—in distinction from materialistic subjects. All liberal culture must, necessarily, according to the German theory—and, we may add, also, according to the European theory—be laid in the study of humanity. Without this man is no where, in Europe, recognized as liberally educated.

The question may arise, if so much time is given in Germany to the study of language, how does it happen that the mathematics and the sciences are prosecuted there with such distinguished success? The answer is simple: The languages are mastered at the proper period of life, when the memory is most retentive and the tastes most plastic, but when the reasoning powers have not become fully developed nor the judgment matured. Nature indicates this as the appropriate period for the study

of language; while the abstruse sciences may be better learned at a later period.

We are far from discouraging the habit of observing nature in her manifold developments, even at an early period in life. Quite the reverse, we believe that many of the principles of natural philosophy may be so simplified as to be profitably presented to the minds of youth, but that science in its severer forms is manifestly the appropriate pursuit of maturer years. Such is the theory in Germany, and the facts so fully and so long developed vindicate its correctness.

---

From the Pennsylvania School Journal.

### SCHOOL GOVERNMENT.

---

Government in its broadest sense is *the regulation of those relations which exist between sovereign and subject*. Thus, divine government is founded on the relations between the Creator and the creature; civil, on those between the executive power and the citizen; family, on those between the parent and the child; and school, on those between teacher and pupil. The different kinds of government all propose different *ends*. The end of divine government is to secure the love of the subject; of civil, his obedience; and of family and school, both his love and obedience. The State can aim only to secure the obedience of the citizen, and punishes, therefore, only for open disobedience. Can any one doubt that there are as bad men out of prison as in it? men walking at large who as much deserve to be hung as any that have been—that is, if any ought to be? But, because they are not guilty of overt acts, the State can do nothing with them. The object of the *divine* government is to purify the heart by securing its affections. It does not aim to secure mere outward obedience, though that would incidentally follow. The *parent* wishes to have an orderly household; but what true parent would be satisfied with that only, without securing the affections of his children? Now, school government is merely a transfer of parental government. The teacher stands for the time in '*loco parentis*,' and the law recognizes this position by giving him equal powers. He may, indeed, be punished if he abuses them, but so may a parent also. Teachers ought, therefore, to aim at securing both the affection and the obedience of their pupils.

There are some teachers satisfied with maintaining *good order only*, without reference to the means—whether from affection or fear. Did I say teachers? No, they are not. They might be called school-masters. But I cannot even allow them that name. They ought not to be allowed in the school-room. I could not live in the school-room, if surrounded with a hostile attitude.

Having ascertained the end of school government, we are prepared to announce the fundamental principle on which it ought to be conducted; *wrong doing and punishment, right doing and reward, should be connected together as cause and effect*. They should naturally and logically follow each other, and the teacher should be able to show the scholars the connection between them. Each scholar should be shown—indeed, from their nature, should at once himself be able to perceive—the reason of the punishment he suffers, or of the reward he receives.

But how differently in the past has this matter been managed! Punishments have been almost entirely *arbitrary*. The same kind has



been inflicted for all manner of offenses. Yet, what connection is there, I would like to ask, between an imperfect recitation and a slapped hand, or indolence or talking and standing on one foot, with a book on the head, or in the outstretched hand? But undoubtedly there is a right and a wrong way—a natural and logical connection between offense and punishment. This is the principle of the divine government. If a man puts his hand in the fire it will be burned. If he eats or drinks to excess, he suffers from the mania or the gout. In short, if he transgresses a physical law, he is punished physically; an intellectual law, intellectually; and a moral or religious law, morally. There is nothing surer than that every one who does wrong shall be punished for it; and he who does right will be rewarded. Whether this is seen or known of the world or not, it is still true.

Now carry this principle into the school-room. If the teacher governs according to this system, the scholar will dissociate his personality from the punishment; that is to say, he will not suppose the punishment proceeds from the arbitrary will of the teacher, but that it is the inevitable result of settled principle or law. Consequently, no personal enmity or resentment would be felt toward him. Thus the condemned criminal feels no enmity against the judge, for he knows that he is but the officer appointed to pronounce the sentence of the violated law.

But how will this system work in practice? Take some examples by way of illustration. Suppose a pupil makes a dirt on the floor, what would be the natural and logical punishment? Why, to remove it. Or injures the school-furniture? To have it repaired. Or quarrels with his companions on the play ground? To be excluded from it.

You will perceive at once there is such a thing as school *ethics*, arising from the duties of scholars. These give a foundation for school government. Ethics are the foundation of civil law: no lawyer can excel in his profession who does not make them his profound study. We have, then, to inquire what are the duties of pupils, how may they be violated, and what are the natural and logical punishments to be attached to such violations, and the whole subject of school government is before us. A school is a country in miniature, and it requires nearly as much administrative ability to govern the former as the latter: indeed, I do not know but that we may say more; for in the State the chief executive is, as it were, hid away, but in the school he comes in direct contact with those he has to rule.

The duties of scholars are those which they owe to their teachers and officers, to their parents, to one another, to themselves, to the school-furniture, etc. Now, ascertain how all these may be violated. You can do it yourselves at your leisure. Then append the appropriate punishment.

J. P. WICKERSHAM.

HOW THEY PREDICT THE WEATHER AT THE SMITHSONIAN INSTITUTION.—Prof. Henry, at the Scientific Association, gave an account of the method pursued each day at the Smithsonian Institution to record and predict the weather. They have a map of the United States hung upon a board, with pins stuck through at the points where the observers of the Institution are stationed. The Institution has daily reports by telegraph from many of these points. Each morning an assistant hangs a cord on the pins to indicate the state of the weather—black if raining, green if snowing, brown if cloudy, and white if fair. All storms travel east, and thus they are enabled to predict with great certainty the condition of the weather twelve hours in advance.—*Ex.*

There is an error in the statement that 'all storms travel east.' Storms *unaccompanied by wind* do so, but the course of those accompanied by strong winds is not uniform.—*Illinois Teacher.*



From the Illinois Teacher.

### SUBJECTS FOR COMPOSITION.

---

It is the custom, we believe, in the majority of schools, for pupils to choose their own subjects for composition. In our experience, we have deemed it preferable to give the topics ourselves, for the following reasons:

*First*, There is more certainty in getting an original effort. If composition-day is near at hand, and Peter or Diana has been too indolent to make preparation for it, there is a strong temptation to resort to some antiquated Reader or Spelling-Book to supply the deficiency. Indeed, some scholars have so small an opinion of their own abilities, and so lavish an estimate of those of standard authors, that they are quite punctual in depending on such sources for their weekly or semi-monthly necessities in this department. And the teacher, if he be an unsuspecting soul, praises Peter and Diana for their diligence and success; if something of a reader, might gravely remark to the youthful culprits that it is remarkable how great minds do occasionally exactly coincide, not only in the selection of their themes, but in the treatment thereof. True, the pupil may plagiarize in either case; but then it is not near so easy "to steal thunder" that may fall under some particular head as to steal thunder of any description whatever.

*Secondly*, Threadbare themes may be avoided. Our ears yet ring with the 'Pigs,' 'Cows,' and 'Schools,' of the Wednesday or Friday afternoons of boyhood. The claims of the domestic animals were presented so frequently that it seemed as though a malicious crusade were being waged against those useful creatures, and the boys and girls felt compelled to resort to pen and paper to show that the cow really (and not as some slanderous persons have asserted) 'gives us milk, out of which we make butter and cheese,' and that the pig 'is good to make sausages with a short curled tail.' It may do well enough to let the child begin with such things; but many, if left to themselves, will claim the child's privilege for ever. We do not mean to resort to topics beyond the childish grasp, but to present *common* ideas under an *uncommon* name. For instance, "What is the difference between a horse and a cow?" would just prove as familiar to a scholar as either of the animals separately, and yet he would feel the necessity of employing new combinations of words to describe them, and thus forget those tiresome common-places that would instantly suggest themselves had the 'horse' or 'cow' been appointed alone. So the same inversion may be applied to all the old friends of our early days. Like a clean suit on a dirty man, it completely rejuvenates.

*Thirdly*, The exercise may be made one of thorough study. We do not employ composition in school as a mere drill in the correct or easy use of language. This, with us, is one of its objects, but not its sole aim. It is superior as a means of teaching methodical thought, as a means of reducing knowledge gained to a consistent and tangible form to the learner's mind. If the class are in geography, let them compare the different merits of the rivers of the United States; if in history, give a logical account of the French settlement in America. In this way, they may be taught not only to express themselves clearly and elegantly, but also to trace causes and effects, and properly classify what they know.

There is much more to be said on the subject, and we may take it up in another number

W. W. D.

From the Michigan Journal of Education.

## LANDSCAPE IN THE LOCATION OF A SCHOOL.

At this time, when public sentiment in our midst seems rapidly assuming a more healthy tone, care is requisite lest reforms be pressed to extremes, and thus the desired end be thwarted. We are happy to accord to Teachers' Institutes and Associations their full share of credit in producing this better state of feeling. They are doing a noble and much-needed work; but, laboring as they do to inspire teachers with a love for their profession, and to arouse in parents a deep, heartfelt interest in the education of their children, from their efforts, new questions will arise, of moment to the cause of education, but more properly discussed in a public journal.

Of the results of this growing interest none are more evident than the number of new school-houses going up in every section of the State; and it would not seem amiss to present some thoughts in reference to the proper location of such a building.

That a site may be well adapted to the purposes of a school-building, it should possess these three essential qualifications: 1. Ease of access; 2. Perfect salubrity; and, 3. Beauty of landscape. Of these, the first two address themselves so directly to the senses, and seem so eminently practical, that they need no advocate. In fact, so prominent do they appear, that the danger lies in their being regarded as the only requisites. But because the third is not so apparent, it is none the less *real*.

We build school-houses for the purpose of educating our children. They are the theatres where we hope to develop their minds symmetrically, and, at the most impressible period of their lives, to give them characters such as shall make them, not only useful, but *happy*. Most thoughtful parents have concluded that something more than a knowledge of arithmetic is necessary. They see the defects in their own education, and would gladly supply them in the training of their children. We think we may safely say, one of the greatest defects in our national education is a neglect to cherish a love of the beautiful.

The contented and happy Germans look on our care-worn brows, they read our books—even our poems—and deprecatingly say, "*You are so practical.*" Our own countrymen return from their travels in Europe to deplore the lack of those little evidences of *taste*, to be seen around the dwellings of the poorest in many parts of the Old World. And why this lack? Ask the practical question, "Will it not 'pay' to *adorn*, as well as to acquire?"

It can not be that our people do not appreciate beauty. No people on earth admire more a beautiful dwelling and grounds. The great mistake is that they are taught to regard them as belonging to the wealthy alone—too expensive luxuries for poor people to indulge in. And thus this gift, intended to produce only happiness, furnishes another inducement to work for gain. It only increases the thirst for wealth, which is already consuming the finer portions of the soul.

That this is an evil, to be eradicated at once by setting the school-house in the right spot, we would not be so foolish as to contend; but that we can do *much*, by a proper attention to landscape and ornament, will not admit of a reasonable doubt. The very fact that the school-house—in which every family has an interest—stands in a fine grove, surrounded by shrubbery and flowers, will, of itself, have an influence. But to have the *child*, the greater portion of each day, surrounded by such scenes—to have his hours of labor cheered by the singing of birds and the music of the wind in the tree-tops; to have his hours of recreation devoted to beautifying the spot, under the kindly directions of a cultivated female;

to let the students prove that they can, by their own exertions, make the place beautiful—these and similar influences must have great weight in forming the character of the future man or woman. Emulation will take a new and lovely form. Practices begun at school will be continued at home, and soon the yards in the vicinity will vie with each other for beauty. With those students, the memory of school-days will remain in after life. They will seek for happiness in beauty around them, and their own hands will furnish the means of gratification. A love of home will be the natural consequence; and thus will be raised at once a safeguard against vice, and a check to that roving disposition so characteristic of our people.

Do not then, in selecting a site for the new school-building, neglect to provide for the education of the sensibilities. Better is it by far that your children walk a little farther, than that they stop on that barren sand-knoll, or on the dusty street-corner, or by the side of that unsightly marsh. Better that you pay well for that beautiful lot, with the grove, and leave your children the wealth of a happy heart.

F. W. MUNSON.

---

### SHOW ME, IF YOU PLEASE.

---

"Will you please *show* me how to do this example?" said a bright-eyed little boy to the teacher one day—"please do; it is *so* hard, and I have tried *so* long and failed every time." It was not an uncommon question in Mr. D.'s school room. As often as the weary day came, these inquiries were filling the ears of the teacher—not altogether unwelcome sounds. It is pleasant to hear the youthful mind inquiring for the paths of knowledge—to listen to the oft repeated requests for that alimant, by which it alone can thrive and develop its own mighty resources. John was sent to his seat, with the very common answer, "I can not show you now," and at the same time commanded to do the thing himself. The boy cast a sour look at the teacher, and went to his seat, grumbling some bitter thoughts of disappointment.

But he began to reflect upon the words of the teacher: "*do it yourself.*" They carried with them a peculiar charm and power. "Can I do it?" eagerly inquired the disappointed boy. "It may be possible," and for the twentieth time, half in spite and half in earnest, he encountered the difficult problem. His vision seemed sharpened by the decisive answer of the teacher. He summoned new energy. He conquered. You should have seen the fire kindle in his eye. It was a look of triumph. It was his *own* conquest. The foe he had prostrated had stood for a long time in his pathway of progress. He did not think he was able to the task of conquering. This was a positive step in the highway of knowledge. It paved the way for another more decisive and brilliant. It might have been the turning point in all his career. Had the teacher complied with his requests, and done for him what was evidently his own work, it would have indulged in the pupil a spirit of indolence and indifference, fatal to all true progress. The most gigantic machinery often turns upon a very small point. The whole course of progress is not unfrequently marked by some Rubicon, some mount of trial which gives a characteristic complexion to all our future.

The little girl asked to be shown the difficult answer in geography. She was weary with searching, or, perhaps, more anxious to get her lesson, that she might engage in some pastime. But she was treated in

the same manner as the boy. She was not pleased with this treatment. She did think it too bad, that she could not receive assistance in such emergency. But the task must be done. This she knew perfectly well. She renewed the search with greatly increased zeal and determination. The difficulty was conquered. She found the answer herself. This was treasured away safely in her memory. Gems dearly bought are most safely kept. Every one knows, that the facts which cost us most labor, are the longest retained in the memory. And what we cannot secure in the storehouse of memory, can be of very little service to us. The main work of the teacher is to generate and encourage activity in the minds of his pupils. But the careless habits of "showing" them indiscriminately and continuously, is diametrically opposed to this result. Lead your pupils with a kind hand, but teach them that there is no easy, gilded pathway to the temple of knowledge, and that personal effort is the only key to those shining portals.—*New York Teacher.*

---

From the Maine Teacher.

### MAPPING.

---

The earnest teacher will seek among the writings of those who contribute to the mass of educational literature for that which is strictly practical. This is true of the true teacher, for it indicates that the thirst for reading is the result of a desire to improve. It is true of teaching, as of the practice of almost every other art, that, as an aid to success, that professional knowledge which is preëminently practical is of the most account.

It is also true, that there is a scarcity of really practical matter in all that comes to us in relation to schools and school instruction. This may be accounted for, in part, by the fact that one's own experience is not easily expressed in written language, so that another, reading the same, would recognize it as analogous to *his* experience, or be able to adopt it as his own practice. Indeed, the attempt would be as unwise as the thing itself impossible, however accurately one teacher might be able to describe his own method of practice, and give a history of his own experience in the school-room, for another to adopt the same method, and experience the same results. But methods of practice and facts from experience, although not always to be imitated, afford many suggestions which are valuable to us in proportion as we are able to adapt them to our peculiar circumstances.

But Mapping is my subject now, and I imagine some teacher ready to query something like this: Is it practicable to attempt it in our common schools? Can we carry it to any degree of perfection? and, if so, is the time devoted to it well spent? Shall it be taught to boys as well as girls? In fine, does it not belong to those ornamental branches which may not properly be placed upon the list of common school studies?

In the first place, the simple fact that it may be considered an ornamental branch should not exclude it from the common school. That is a mistaken idea of education, or even of practical and useful knowledge, which confines it to such and such only as enables one properly to perform his daily business, and has no reference to the cultivation of those higher faculties of the mind, which together make up its greatness. But let us restrict the term, practical utility, to this limited sense; and then I argue that map-drawing, in connection with and as an aid to the study of geography, is not only practical in the fullest sense of

the word, but the most efficient aid, and, if judiciously managed, the best method of teaching the science.

It is well known, that to write out what we have committed to memory is one of the best methods of fixing more firmly the facts in the mind. We get our ideas of form, primarily, through the sense of sight, and the more continually any object is presented to the sight, and examined and reexamined, not only in its general outline, but in all its minute irregularities of form, the better is the memory of it retained. If then the mere act of writing tends to fix whatever is written in the memory, just as certainly and in much the same way does the mere act of drawing the outline of an object, of a map, for instance, tend to fix that outline clearly and lastingly in the mind.

Not only is writing or drawing of advantage in their way, but it presupposes and demands a particular and thorough, rather than a general and superficial knowledge of that to be written or drawn. One may have acquired a knowledge of a certain branch of learning or of a certain subject, which is quite satisfactory to his own mind until required to express his thoughts in a written essay, when he finds that his ideas are too general and vague to enable him to express a knowledge of the subject in a concise manner. A scholar may fancy that he has imprinted upon his mind the form of a certain continent or country, but if required to draw the outline of that country, he finds that what he has in mind is only a vague shadow of a form, too indistinct to be traced. Now, if the scholar be required to study the outline of the country, the locality of its cities, the direction of its mountain chains, rivers, &c., with a view of drawing the same, he will look upon the mass and its minute parts with a different view than before. He will calculate the distances, measure the angles, observe the divisions and the comparative size of each, and the relations of the surrounding countries, with much more precision, and will notice many points and features entirely unobserved before. By this means, not a general result will be obtained, but a particular and practical knowledge.

The reason here advanced in favor of mapping in the study of geography applies as well to the writing of composition in connection with the study of almost any branch. The value of composition writing is, I think, by all admitted; hence it has only to be seen that the principle in both is the same, that the same arguments may be adduced in favor of mapping as for composition.

Shall it be taught to both sexes? The idea that would prompt this question is, that, since the character of mind, abilities, and tastes of the sexes are unlike in some respects, and their duties in life of a different nature, the cultivation of mind may not and should not be the same with both. This is true to a certain extent, but, in prescribing a course of study for each, we must not carry the idea too far, else we may fail to bring out and fully develop the powers of mind peculiar to each sex as well as those which belong to them in common.

When we instruct a pupil in the art of penmanship, we not only enable him to acquire a means of communicating thought and of doing business in after life, but, if the art is properly taught, the scholar's ideas of symmetry and gracefulness of form are developed, he learns to distinguish between what is elegant and what is not, his love for the beautiful is cultivated, his mind is elevated. The same argument applies in favor of map-drawing; for, regarded in this light, the benefits derived from the two are identical. The scholar who is a good penman can much more skillfully handle the pen or pencil in drawing his coast-lines, or in giving the proper shade and effect to his mountain ranges, than one who is not; and a scholar who is able to finish a neat map of any country, with the lines of latitude and longitude properly delineated, and with neat, plain figures indicating the degrees, with his map outline carefully drawn and filled up with the minutiae of rivers, lakes, cities,

&c., and all without stain or blot, has acquired an artistic skill, which, with the pen, he will make to appear on the page of his copy-book, or in the business form of the counting-room, or, perchance, with pencil and brush on the painter's canvas, or with the sculptor's chisel on the marble block.

It is useless to argue that the acquirement of such skill is not of practical utility, unless you restrict the meaning of the term, so that it shall relate only to the performance of the merest drudgery, which man and brute alike can do in proportion as they are possessed of bone and muscle.

In regard to the other questions proposed, if we cannot carry it to any degree of perfection, of course map-drawing in the common school is impracticable, for it is useless to attempt anything that we cannot, in some degree, perfect; and this especially in the school-room. We admit, you say, its utility, and see its advantages, but can we, in all of our schools, teach it in such a manner that the scholar shall desire these advantages? In answer to this, I can only say, try it. Others, in schools of all grades, and with all classes of scholars, have succeeded. There will not be that disinclination on the part of the scholar that, perhaps, you have imagined. On the contrary, it has been the experience of teachers who have attempted to teach geography in part by mapping, that they have been compelled to resist the tendency on the part of the scholar to spend too much time in this way, rather than to stimulate and urge him to the task.

As to the method to be pursued, not unlike almost every school exercise, each teacher must vary it according to the capacity and condition of his scholars. It may be practiced on the board or slate, and by those a little farther advanced, on paper, first with a pencil, afterward with a pen, and some, with profit, may occasionally use a brush. In this connection a remark or two from a late work on geography, in which the author devotes a chapter to the subject of mapping, is to the point:

"Sketching or drawing on the black-board is already in use in many of the best schools. It may be done with white or variously colored crayons, and, by skillful management, produces a very pleasing effect. In drawing maps, the parallels may be omitted by young beginners. Maps on a large scale, in which the objects can be represented in a bold and free manner, are best adapted to this mode of drawing. At first, the scholar should copy from a map held in the hand; but after some practice, the memory alone should be depended on for the necessary data. The first sketches will, doubtless, in many cases be rude and imperfect, but practice will enable the industrious to acquire, in a short time, a competent degree of proficiency."

In mapping on paper, the first operation should be to lay off the projection, or the meridians and parallels. In doing this, and in making the figures to indicate the degrees on the margin, the scholar will obtain an idea of latitude and longitude. In making projections of different sizes for the same map, he will get an idea of the scale of maps, and in this connection, perhaps better than in any other way, the scholar can be made to understand the difference between circular and linear measure. By making a projection of a hemisphere, he may learn, by his own observation, the fact that in north latitude, the degrees of longitude decrease in length from the equator northwards, while in south latitude, they decrease from the equator southwards; and, that a degree of longitude, measured on the equator, is of the same extent as a degree of latitude.

That these facts, and many others similar, may be learned by other methods, is true, but to allow the scholar to learn and understand the facts at the same time that he delineates his map, is, I think, the best method of fixing in the mind anything pertaining to the form and relative position of the various divisions of the earth's surface. F. S.

From Beecher's Fruit, Flowers, and Farming.  
EDUCATED FARMERS.

---

There is no reason why men of the very highest education should not go to a farm for their living. If a son of mine were brought up on purpose to be a farmer, if that was the calling which he preferred, I still would educate him, if he had common sense to begin with. He would be as much better for it as a farmer as he would as a lawyer. There is no reason why a thoroughly scientific education should not be given to every farmer and to every mechanic. A beginning must be made at the common school. Every neighborhood ought to have one. But they do not grow of themselves, like toadstools. And no decent man will teach school on wages which a canal-boy or a hostler would turn up his nose at. You may as well put your money into the fire as to send it to a 'make-believe' teacher—a great noodlehead, who teaches school because he is fit for nothing else! Lay out to get a *good teacher*. Be willing to pay enough to make it worth while for 'smart' men to become your teachers. And when your boys show an awakening taste for books, see that they have good histories, travels, and scientific tracts and treatises. Above all, do not let the boy get a notion that if he is educated he must, of course, quit the farm. Let him get an education that he may *make a better farmer*. I do not despair of yet seeing a generation of honest politicians. Educated farmers, and educated mechanics, who are in good circumstances and *do not need office for support*, nor make politics a trade, will stand the best chance for honesty. But the Lord deliver us from the political honesty of tenth-rate lawyers, vagabond doctors, bawling preachers, and bankrupt clerks, turned into patriotic politicians!

---

From the Maine Teacher.

HOW SHALL I BEGIN?

---

This is always an important question with those about to commence their first term of school. They have engaged the school, and received their certificate of qualification. The next labor is that of beginning. They know not how they shall enter the school, what shall be said to the scholars, and how the school shall be organized. Allow us to make a few suggestions.

1. The teacher should be self-possessed. This will ensure freedom on the part of the scholars as well as teacher. If the latter is confused, the work of organization must be retarded, and often may be unfavorably completed. Pupils will give information of their standing with indistinctness, and be wrongly classified. Ease will tend to a more thorough organization, to a full knowledge of the wants of each pupil.

2. The *speech* need not be long, yet something should be said. It is always expected, and always proper. It tends to the result of which we have already spoken. Assure the members of the school that you have engaged to act as their instructor with a strong desire to be of good service to them in the prosecution of their various studies—that you will exert every energy of mind and body for their good, be ever ready to assist, where assistance can be safely given, and that diligence, obedience, and care must mark their course.



A few words of cheer should first greet the learner. Don't be afraid of a smile as you first address your scholars. If ever, make yourself and your pupils happy the very first half day. We have known teachers to boast that they had not smiled in their school during the entire term. Away with such an unnatural mode of governing a school. Does not the little child need a smile? Yes, as much as it needs the air and light of heaven.

3. It is very important that the school be well organized, and at an early day. This will be effected by learning as far as possible the advancement which has been made by each, their previous studies and classification. Scholars may be requested, for the first day of the term, to take a place in the same classes as during the last session of the school. This will enable the new teacher to witness the proficiency which each has already attained, and will also suggest the changes which may be demanded. The first day will require the exercise of a good judgment and nice discrimination.

In government, some would say, begin as you mean to govern the entire term. This may be well with its qualifications. We would not, by any means, have the teacher allow a disregard of all proper order the first day, nor would we have him make a special effort to impress his pupils with an unmistakable assurance of *awful* sternness. Such is not the right way. The teacher should enter upon his duties with a cheerful countenance, and with such discreetness and caution that the scholars may be possessed with the idea of kindness and efficiency. The commencement should be made with the earnest effort to obtain the love and esteem of the learner, and then any change in arrangement or mode of government which the interests of the school shall require.

---

## CHASTE LANGUAGE.

---

Our good old English tongue is susceptible of great variations. It will utter in sweet sentences, smooth and soft as flowing honey, the holiest feelings of tenderness and affection, or it will grate harsh discord or thunder maledictions. It will do whatever it is asked to do. It is a pliable instrument ready to serve many purposes. From some lips it is beautiful and musical, charming the ear and delighting the soul. From others it is rough, coarse, discordant. It expresses what is in the speaker or writer.

Good language is ever a beautiful thing. Who does not love to hear it? It indicates a gentleman, a lady, a scholar, a friend. It is an evidence of refinement, taste, good manners, culture, judgment, good breeding. It has a happy influence, is ever the proper vehicle of good thoughts and proper feelings.

It is said that at one period of Athenian history the ear and taste of the people of Athens were so cultivated that a public speaker would be hissed by the common people for a coarse expression or an ungrammatical sentence. This perhaps is a fastidious refinement; but pure and proper language is ever delightful and ought always to be used. For home use, for friendship, for business, for social life—how admirable is chaste language. A grammar, a dictionary, a proper attention to the cultivation of one's every-day speech, will soon give one correct and agreeable habits of conversation. Try it all bad talkers.—*Valley Farmer.*

## SCHOOL GOVERNMENT.\*

The teacher is, in a measure, an absolute monarch. A little community is gathered around him, and he sits as its lawgiver, judge and executioner. He can play the tyrant or the father; be, on a small scale, Nero the cruel or Aurelius the good. In politics such a concentration of power is thought dangerous. We all vote for its distribution. We allow no dictator in our camps, no autocrat in our chair of State. The nation is unwilling to reenact the caprices of the individual. The people will not put their necks in the yoke of empire where a single man, magnified by the pride and pomp of power, may goad them with his passions and prejudices, and drive them to ruin for his own gratification and glory.

But what is so obnoxious to men and women, is incorporated into the fixed institutions for boys and girls. There is the slight difference that the highest punishments in the State are banishment and hanging; in the school, banishment and ratanning—a difference in extent, not in kind.

The first danger, in all governments of this sort, is to the party exercising the power. Man carries so little ballast, every breath of interest or prejudice may sway him from the way of duty, unless public feeling and accountability hold him level and true. Reason is strong and vigilant, but once made drunk with power, and blind passion drives him from the wheel and pilots the craft. One who prays from the heart, 'lead me not into temptation,' will not accept a position in which his will must be a law to others, until he sees clearly how he can prevent his own manhood from being wrecked in the enterprise. The teacher takes just such a position; and thus far he has taken it with no great safety to himself. Pedagogue implies petulency, irritability, dogmatism, and all kindred qualities. We reject the name; posterity may compel us to bear it. At any rate our profession has fairly earned it. "The Village School Mistress" is not all poetry; nor are Ichabod Crane, Erasmus Holiday, Squiers and Old Treakle necessarily all fiction. If we run in the old ruts, we shall reach their end and share their disgrace. Evidently the teacher who says in his heart, "I command, who dares disobey?" is not traveling the same way with the one who says, "How can I with reason persuade, and with love conquer?" And if they *seem* to be moving side by side now, they are really on divergent ways which terminate as wide apart as Dives was from Lazarus. One is developing himself into a cynic—gruff and dictatorial; fuming up clouds to shut out all sunshine along the pathway of life, and as it were refrigerating water to cast on all merriment and all reform. The other is developing a fund of good feeling to scatter broadcast as he goes; really hoarding up waste sunshine to be given out again in the dark days of life.

I know good order is essential to the success of a school, and that it must be secured at the outset, and maintained to the end. I know, too, that men have a diversity of gifts; the means one uses will not always do for another. Still, no man is under obligations to sour his own disposition for the public good, or barter away his own soul for his daily bread. Besides, if he cannot govern his school without tyrannical thoughts, tyrannical words, or tyrannical acts, he cannot govern it at all. He may secure an outward order, an apparent quiet; but it is all sham and show, hypocrisy and deceit; within, there is noise and confusion, complaint and rebellion. The perfect hush that sometimes pervades such school-rooms,

\* Read by C. F. CHILDS, before the Missouri State Teachers' Association, July, 1859.

is unnatural, and reminds one of the silence that precedes and follows storms.

Picture a large stout man standing over a small boy and beating him lustily, while the boy never ceases to beseech for mercy and declare his innocence or repentance. Is there no manhood lost in such a scene? How often must it be repeated to completely wither the sensibilities of the soul and choke up the fountains of its pity? To say nothing of the good or bad effects of corporal punishment upon a school, its effects upon the teacher are, undeniably, most deplorable; dehumanizing and petrifying.

Mere teaching, as many understand it, that is, drilling upon multiplication tables and examples for parsing, is belittling in its effects, and unfits one for comprehensive views of school government, or a liberal exercise of the same. Lloyd, who was pedagogue before he was poet, having this erroneous idea of his old profession, proceeds thus:

Were I empowered at once to show  
My utmost vengeance on my foe,  
To punish with extremest rigor,  
I could inflict no penance bigger,  
Than using him as learning's tool,  
To make him usher of a School.  
For, not to dwell upon the toil  
Of working on a barren soil,  
And laboring with incessant pains,  
To cultivate a blockhead's brains,  
The duties there but ill befit  
The love of letters, arts, or wit.

For one, it hurts me to the soul  
To brook confinement or control;  
Still to be pinioned down to teach  
The syntax and the parts of speech;  
Or, what perhaps is drudgery worse,  
The links, and points, and rules of verse;  
To deal out authors by retail,  
Like penny-pots of Oxford ale;  
Oh, 'tis a service irksome more  
Than tugging at the slavish oar!  
Yet such his task, a dismal truth,  
Who watches o'er the bent of youth,  
And while a paltry stipend earning,  
He sows the richest seeds of learning,  
And tills their minds with proper care,  
And sees them their due produce bear;  
No joys, alas! his toil beguile,  
His own lies fallow all the while.  
'Yet still he's on the road,' you say,  
'Of learning.' Why, perhaps he may,  
But turns like horses in a mill,  
Nor getting on, nor standing still;  
For little way his learning reaches  
Who reads no more than what he teaches.

This would all be true enough, if the teacher ever was or ever could be

\* \* "pinioned down to teach  
The syntax and the parts of speech,"

or if he was under any less obligations to cultivate his own mind and keep it growing, than to labor on the minds of his pupils. Herein lies just the difference between the pedagogue and the true teacher. One

\* \* "turns like horses in a mill,  
Nor getting on, nor standing still;"

his activity dwarfed and his powers shriveling. The other, taking a wider and juster view of his calling, sees advancement to be his first

duty; and while he and his pupils are reaping the pleasures and the profits of motion, they are avoiding the miseries and evils of stagnation.

I have said thus much about the teacher himself, because the whole matter of school government seems to me, in a great degree, subjection. The order must exist in the teacher's brain before it comes out in the school-room; and if he takes good care of his head and his heart he can almost leave the government to take care of itself.

I have said the teacher's first care should be for himself; his greatest one, of course, should be for his pupils. But, since the two are in this case identical, the division is not essential. The school must be governed, and the teacher must govern it. He is bound to adopt that system which shall be best for the pupils now and hereafter. One kind of management may succeed for the present, but be deleterious in its final results; another may be slower in its operations, but, in the end, be in the highest degree successful. The choice must be judicious. He must collect parts, digest and appropriate them, or he never can be said to have a plan at all. One cannot adopt another's system of government any more than he can adopt another's system of digestion. As long as teachers are themselves different, they will govern differently. But there are certain underlying principles which all must acknowledge. And experience told with honesty, as well as suggestions made in candor, can most always be turned to useful account.

It seems to me a teacher can manage no easier or lazier way, than to have laws with fixed penalties, and follow every violation with its penalty. A boy has whispered: it does not take much time or much exertion to give four or five strokes with the ratan, call the matter settled, and go on. It is far easier to ferrule ten boys, than to stay a half an hour after school to talk with them, trying to win their love and secure their reformation. But the shortest way is not always the best; nor is that which seems the shortest always so in reality.

In general, whatever system of government establishes an antagonism between the teacher and pupil, is, at bottom, false and injurious; for, it always sets up a false standard of virtue and vice. A vicious deed so done as to mislead and perplex the teacher, is counted a virtue; and virtue which exposes a schoolmate is deemed vice. Such a state of things maintains in many of the schools of England; and seems to me necessarily superinduced by severity of punishment.

We doubtless have honest differences upon the question of corporal punishment. In my opinion it is always an evil. Yet, if I were sent into one of those heterogeneous schools, made up of all nations, kindred, and tongues, persuasion and kindness should do their utmost; then, as the least of two evils, the birch should be made to do whatever else was necessary to preserve good order. It is only with those who make the whipping apparatus a necessary article of school-room furniture, and its use a regular school exercise, that I can never agree or sympathize.

The children of such schools come to regard punishment as a sort of payment for indulgences, a bargain and sale of virtue. "I committed the offense, I have borne the penalty. It is all square again now, and nobody's business." A little boy who had just taken his first whipping for running away to go swimming, expressed the same idea: "It didn't hurt as much as I expected; I'd rather take two whippings a day than not to go in swimming once; so I'm going swimming when I please, and mother can whip as much as she pleases if she finds me out." It is plain that all her whippings might as well have been dispensed with, only for the gratification it afforded her to feel that she was doing her duty.

A certain teacher had been whipping one boy for truancy every week for most a year. We suggested the propriety of trying kindness. So, when the boy returned next time, he received some kind advice in place of a flogging. Meeting the teacher some months afterwards, "Ah!"

said he, "it was of no use; in three weeks he ran away again, and I whipped him." "But did he never run away again after that?" "Oh, yes, he did not stay a week." "Wherein, then, was your severity better than kindness?"

Just so it is always taken for granted that corporal punishment is a final resort and universal remedy, when, in fact, it is no such thing, but just the reverse. It helps the party in power to work off some spleen, and extort promises, but never restores or reforms.

There *are* means of reaching the very hardest cases. A little tact, only, is required, together with a good deal of time and labor.

When I first began as principal in St. Louis, everybody was telling me what a bad boy one of my pupils was. Before many days, I began to think so myself; he bore the look and had shown the marks. At the beginning of the second week, he brought to school one of those books issued from Satan's own printing press. It struck me here was a case that required prompt and severe discipline. "Now," said I, "this is a flagrant offense against decency, as well as against the regulations of my school; it seems to be my duty to whip you." "Very well," said he, and began taking off his coat. That gave the matter a turn I had not calculated upon. He was better prepared to endure than I to inflict. It was evident I had a good opportunity to do myself quite an injury, without greatly benefitting any body else.

At noon, when the scholars were gone, he came forward for his whipping. He had the appearance of one on business which he was in a hurry to attend to and be off. But a look of woe came over his face, like a shadow, when I told him I had concluded not to whip him that day, but to send a note to his parents explaining his offense and asking their advice. In a moment he seemed filled with agony, and no starving child ever begged for bread with more earnestness than he begged for a whipping. After he had received the note, he still stood pleading with me to take it back and whip him as hard as I could, then try him once more. At last I promised to retain the note a few days till I had time to consider whether I was pursuing the best course. Curiosity, no less than duty, led me to inquire about his parents. His mother was all love and tenderness; his father, all harshness and severity. If the note had been sent, she would have received her erring boy with sorrow and tears, but the father would have beaten him most unmercifully and turned him out of doors. My duty was clear. I agreed to keep the note as long as he kept his promises of good behavior. But he was never again spoken to for bad conduct while at my school. And the good feeling which he still manifests, when, by chance, we meet upon the street, makes me sure that that little note lying idle in my drawer, did the boy more good than a whole ship load of ratans could have done, ever used so judiciously.

This course did not do for the next offender, but something similar *did* do. It behooves us always to bestir ourselves and find out what that something else is that will serve our purpose and accomplish the required result.

A teacher's success will, in a great degree, depend upon his manner. Not that he may assume a manner at pleasure and act a studied part. Children see through shams full as quickly as their elders, and if their conclusions cannot be put in words, they form none the less firm bases for action. The quieter the man, the quieter his school, and *vice versa*. It is not worth a teacher's while to storm. He loses the esteem of good scholars and puts weapons into the hands of bad ones. He violates his own rule respecting good behavior, and even if he should publicly suffer the penalty of the violation, he has weakened an essential part of his government.

Wholesale and general censure, too, is always injudicious and hurtful. It is not so well to say, "this school is noisy to-day," as to say,

"two or three scholars seem very restless just now." The immediate result may be the same; but the latter form leaves a much better impression. So, in all similar cases, the teacher should be particular rather than general. Scholars will seldom be better than they get credit for being. If they are *classed* with offenders, they will *act* with them. If they can take the benefit of saving clauses, they will class themselves with the good and behave accordingly.

Language has no absolute signification. It gets all its meaning from usage. If a cool Dutchman and a fiery Frenchman should meet and hold a conversation, each would be ready to swear the other was a great liar. To give an Arab any adequate idea of Niagara Falls, we would have to tell him "a whole ocean of water leaps from a precipice higher than the clouds." I heard a woman at an upper window the other day telling her child, just beginning to talk, "if he did that again she would cut his ears off and throw him out of the window to the beggars;" by which she probably meant that by doing so again he would incur her displeasure. At least he took it so, and went on to do as before. This, perhaps, is well enough, only it gives the little fellow an early impression that it takes pretty strong language in this world to express a weak idea, and that under the head of innocent white lies, may be classed most all falsification.

Every teacher has his standard of language, and becomes a dictionary to his school. An example of extreme cases that have come under my observation, will illustrate my meaning. One says, "son of stupidity, I should suppose your head filled with mush," and means just the same as another who says, "you do not catch these ideas as readily as I could wish." One says, "do that again, just *try* it, and I'll whale every soul of you;" the other, "please do not repeat that, I *think* it will injure you, and I *know* it will me." One shouts "silence" at the top of his voice, the other stops and becomes quiet himself—meaning precisely the same thing. And so on, through all possible ideas and all possible degrees of strength.

In like manner the teacher must establish the degrees of his punishment. One accomplishes with bad marks on his own book what another fails to accomplish with bad marks on a pupil's back. It seems to me that a teacher can make his severest punishment almost as low as he pleases, if he only has the energy, and will take the pains to make and control a proper public sentiment in his school. How the severity of punishment has softened under our modern civilization! But sheep stealing has not increased as its punishment has diminished from hanging to temporary imprisonment. With every diminution of penalty there has been a diminution of crime.

If this view is correct, no teacher is excusable who does not wake up to it, and use all his energies, and exhaust all his resources, in an attempt to make his language gentle, and his punishments light. If there was no other motive, he has, as we have said before, his own soul at stake. But there is another motive; the destiny of each pupil rests with him. A child that receives harsh language, gives harsh thoughts in return; these take form in words, words in deeds, deeds in destiny. And a child that receives rough treatment, does not easily outgrow it. The scars and bruises may heal over, but they are in the soul still, marring its beauty and destroying its usefulness. It is no small matter to grow up with a dogged, mean look, with the real mark of Cain indelibly stamped, not on the forehead only, but upon every lineament and feature of the face.

We are not building temporary hovels, but eternal palaces. It becomes us, therefore, to labor with fasting and prayer, lest what we do shall be an everlasting monument of our folly and condemnation.

Our inner lives must be earnest and true.

"Ah, if our souls but poise and swing,

Like the compass in its brazen ring,  
 Ever level and ever true  
 To the toil and the task we have to do,  
 We shall sail securely, and safely reach  
 The fortunate isles on whose shiny beach  
 The sights we see, and the sounds we hear,  
 Shall be those of joy and not of fear."

For the Missouri Educator.

### A VISIT IN A DISTRICT SCHOOL.

It is evening; the stars shine brightly in the firmament; Luna rides triumphantly through the azure vault of heaven's blue arch, shedding her soft, mellow rays o'er the earth. Before me lie books and paper, but my thoughts are not on these. No; I think of the past; of the happy scenes through which I have passed, and the sorrows which have encompassed me while journeying down life's troubled stream.

All are paraded before my mind as vividly as if a panorama of the past was moving across my vision. I see the desert, with here and there the fertile oasis. But why dwell on the past?

The candle is brightly burning; here are pen, ink, and paper; I will write a sketch for the "EDUCATOR," and hope it may prove interesting to its numerous patrons and readers.

What pleasant memories crowd the chambers of the teacher's mind! Oh! yes, what memories are associated with the last or closing day of school. Our books are laid by for a few weeks. With some, their last lessons are conned; with others, years of study are before them—hard, laborious study. When the last day of school arrives, we separate from dear friends and kind teachers; we part; and, perhaps, part never to meet in this cheerless, cold, unfeeling world again.

But recently I visited a school in an adjoining district where I taught, and near the village where I reside. It was the closing day. The teacher, too, was a young lady, who was fully qualified to teach the "young idea how to shoot." It was just after the bell had called them in after dinner, that I arrived at the school-house. The lessons were reviewed and recited with promptness. Before closing, the teacher gave her scholars some useful advice and encouragement as to their course in the future. This, as near as I can recollect, is what she said:

"DEAR SCHOLARS: This is the last day of school. By you, perhaps, it is welcomed with joy. But not so with your teacher. It is with feelings of sadness I must bid you all adieu, and, perhaps, grasp your hand for the last time. Since I have been with you, I have learned to love you; yes, you all. I do not bear any ill-will whatsoever to any of my scholars; no, not one. None of you can imagine my feelings, and will not, until you occupy the uncoveted position of teacher.

"You will then find you have difficulties to surmount you dreamed not of. *While you please a few, many will find fault.* And they always plan so that it reaches your ears. But, for all this, there is pleasure in a teacher's life. You can treasure up the thought that you have instructed some wayward youth so that he or she has relinquished the evil, and followed after the good.

"Another thought: Perhaps a scholar rises to greatness, and is honored by the world. You can then say, I was the first to teach that man or that woman.

"You have all prospered in your studies, and many of you have learned all that is taught in a common school; while with others there is yet a



large field to go over in a common school—there is yet a chance for improvement.

"Do not, oh! let me insist, as one that loves you dearly, do not leave off with what you have attained, but strive to gain a great amount of useful knowledge. Yes, strive to gain an excellent education.

"I shall always remember you all with feelings of love, and ever feel grateful for the respect you have shown me during the few months I have been laboring with you. I must soon bid you all farewell. I give you each a small memento for remembrance, and I hope that the instruction I have given will be treasured up and practiced in after years," etc.

But the hour of closing came at last. The smaller boys and girls were dismissed, and oh! it was a pleasant sight to see the little boys turn up their rosy cheeks, and receive the parting kiss. One by one they received their teacher's gift. The little girls held up their red, pouting lips, and received the fond token of affection. When all the smaller scholars were gone, I saw her turn, her bosom heave, and a briny tear trickled down her cheek. Hastily she brushed it away, and then, with much emotion, dismissed the larger scholars. There was claspings of hands, and tender embraces given. Two or three of the larger girls clung to her as though she were a sister, and about to leave them forever. Many of them had her address written in their books, and promised to write to her when she arrived at her home. She received the portraits of many, and they were to have hers in return. Presents were given—some had won prizes for their good conduct, and thoroughly-learned lessons.

They parted—teacher and pupils—some to go one way, and some another. But oh! one sad thought still lingers there. *Would they ever meet again in one room?* No! never as teacher and pupils.

When all had taken their departure, she turned to me, and said: "Is it not better to leave them all loving you, than to go away and know that the majority of your scholars are in anger with you?" I made but a common-place reply, for I was busy with my thoughts, for I had but recently closed my own school.

I have seen many schools closed, but never one like this. Never have I seen pupils show more regard for their teacher than they did on this "last day of school." She had won their love, and they would not do any thing for the world to cause her trouble. The parents of the pupils freely admitted that their children learned more while under her instruction than they had for years before. What the reason of this was, I will leave my readers to GUESS.

A TEACHER.

Mapleton, Ohio, September 15th, 1859.

## ST. CLAIR COUNTY TEACHERS' INSTITUTE.

Several of those belonging to St. Clair County Teachers' Institute met at Oseola, on the 10th September.

The venerable President, WM. F. CARTER, Esq., not being able to attend, Rev. G. W. HARLAN, Vice-President, occupied the chair. E. D. MURPHY was elected Secretary, in room of J. M. Arnold, absent.

J. H. Dunbar being called upon, made some very pertinent remarks, touching the necessity of education, etc.; after which Rev. G. W. Harlan spoke for several minutes upon the duties of the teacher, the qualifications requisite, etc.

After some conversation, it was proposed that each one present sub-

mit some question to the Institute for its action, whereupon the following, among others, were proposed:

By Rev. G. W. Harlan—"Ought the teacher to be required to open his school with devotional exercises?" "Ought the teacher to adopt the principle of governing his pupils by moral suasion alone?"

By J. H. Dunbar—"Shall the Bible be adopted as a text-book in the common schools of St. Clair county?"

By Wm. W. Fenell—"Ought a school to be taught for a term less than five months?"

By J. H. McMahon—"Shall we have a specified number of hours to teach each day?"

By E. D. Murphy—"Is it desirable that we should have a uniform series of text-books in our schools?"

The last was submitted with a view of bringing the Superintendent's list before the Institute, in order that a resolution endorsing said list might be discussed, and, if approved, adopted.

These questions were entered for the future action of the Institute.

A very commendable spirit of enthusiasm and harmony was evinced by those present. It was announced that Prof. J. L. Tracy expects to visit Osceola sometime in October, and accordingly the meeting adjourned, to meet at the call of the President.

On motion, the Secretary was ordered to submit a copy of the proceedings to the Editor of the MISSOURI EDUCATOR for publication.

G. W. HARLAN, *President*.

E. D. MURPHY, *Secretary, pro tem.*

## PROCEEDINGS OF THE GASCONADE COUNTY TEACHERS' ASSOCIATION.

The teachers of Gasconade county met at Hermann, September 17th, for the purpose of forming a Teachers' Association.

On motion of Mr. I. C. Matthews, Mr. KILLIAN was called to the chair, and Mr. MATTHEWS chosen Secretary.

Remarks were made by Mr. Matthews, stating the object and utility of such an association.

It was moved by Mr. Killian, and seconded by Mr. Mundiveller, that they resolve themselves into a committee of the whole, which was sanctioned by all present. It was resolved that the organization be called the "Gasconade County Teachers' Association," having for its object the advancement of education and mutual improvement of teachers.

A committee of three was appointed to frame a constitution and by-laws for the government of the Association.

It was moved that the Association next proceed to the election of officers. The vote being called for, the following gentlemen were chosen:

W. F. CHAPMAN, President; E. A. KILLIAN, Vice-President; ISAAC C. MATTHEWS, Secretary; and F. HUNDHAUSEN, Treasurer.

Thanks were tendered the Chairman and Secretary for services rendered; after which the President (Chapman) called the Association to order. The preceding minutes were called for, read, and adopted; when the following resolutions were presented and unanimously adopted:

1. *Resolved*, That we concur with the State Superintendent in recommending a uniform list of text-books for our public schools.
2. *Resolved*, That we most cordially approve of the MISSOURI EDUCATOR,

and pledge ourselves to use our best efforts to insure an extensive circulation in our county.

3. *Resolved*, That the Secretary submit a copy of the proceedings of this meeting to the *Missouri Democrat*, *St. Louis Republican*, and *MISSOURI EDUCATOR*, for publication.

On motion, the Association adjourned, to meet again on the third Saturday in October.

W. F. CHAPMAN, *President*.

ISAAC C. MATTHEWS, *Secretary*.

---

## EDUCATIONAL CONVENTION.

---

Pursuant to previous notice a number of the educators and friends of education of North-West Missouri, met in Convention at Liberty, Clay county, Wednesday, August 31st, 1859.

The Convention was organized by calling Rev. J. BIRD, of Clinton county, to the chair, and appointing J. C. THORNTON, of Clay, Secretary.

On motion of Mr. Thornton, Messrs. James Love, L. M. Lewis, and D. J. Caldwell, were appointed a committee to prepare business for the convention.

Committee in a short time reported.

The following proceedings of the convention were authorized to be prepared for the *MISSOURI EDUCATOR* and the papers of North-West Missouri:

Prof. James Love offered the following:

*Resolved*, That this Convention approve of the previous establishment of a State Educational Journal, as a medium for the diffusion of light and information on the great subject of education, and as an indispensable agency in advancing the cause and promoting its highest interests; and that we pledge ourselves to use our utmost endeavors to promote its efficiency, usefulness and success.

*Adopted*.

Rev. L. M. Lewis offered the following:

*Resolved*, That this Convention recommend the appointment of a person for each Congressional District represented in this Convention, who shall be styled District Lecturer, and whose duty it shall be to visit each School District and the Schools (the latter if practicable) in each county, and lecture on the subject of education, with a view to incite to a greater zeal on the subject, to enhance the efficiency of our educational enterprises, and to elevate the standard and to promote the interests of popular education in general; and that the salary of said Lecturer shall be secured from the School Districts visited.

*Adopted*.

Prof. Love offered the following:

*Resolved*, That with a view to carry out the spirit of the foregoing resolution in respect to the Congressional District within the limits of which this Convention is now sitting, a committee be appointed to confer with the School Commissioner of each county in the District, for the purpose of securing his co-operation in this matter; and especially to procure through him information in respect to the probable amount that may be secured from his county towards defraying the expenses of said Lecturer.

*Adopted*.

At this point it was given as the opinion of the Convention that \$100 could be secured from each county, or about \$3 from each School District, as compensation for the services of said Lecturer.

*Resolved, second*, That with a view to facilitate the attainment of this end, the Congressional District be divided into two smaller districts, the line of division

beginning with the western boundary of Clay, and continuing thence to the Iowa State line.

Adopted.

Messrs. Prof. James Love and Rev. Jesse Bird were appointed the committee under this resolution.

*Resolved, third,* That so soon as satisfactory information can be procured from the County Commissioners, — be appointed a Central Committee, to whom such information, when procured, shall be communicated, and who shall be empowered to secure a Lecturer in conformity to this action.

Adopted.

Messrs. A. D. Brooks, Rev. L. M. Lewis, and Prof. James Love, were appointed said committee.

On motion, the Secretary was authorized to furnish a copy of these proceedings for the *MISSOURI EDUCATOR* and the *Liberty Tribune*, with the request through the latter that all the papers of the Congressional District should publish them.

Convention adjourned, *sine die*.

JESSE BIRD, *President*.

J. C. THORNTON, *Secretary*.

From the New York Correspondent of the Newark Daily Advertiser.

#### FRANKLIN GLOBES.

As I have recently had the pleasure of examining some five or six varieties of the Franklin Globes, manufactured by Moore & Nims, of Troy, N. Y., and as your State pays not a little attention to the cause of popular education, it has occurred to me that it would not be inappropriate to make a few suggestions, with your permission, in a journal so extensively read by the educated and influential classes as the *Advertiser*, on what I consider the great utility of globes as a means of teaching geography and astronomy in our common schools. I intended little more to-day, however, than to allude to the matter, for I have already nearly filled the space which I had prescribed for my epistle. Besides, it is nearly post-hour, and I am by no means in the mood, this gloomy, suicide-provoking weather, to attempt any scientific dissertation. It were undoubtedly well to convince our school committees that if a globe costs ten times as much as an ordinary atlas, it is fifty times more valuable. On a map we can trace a river from its source to its mouth; point out large mountains, or mountain range: lay our finger on a large city, etc.; but if we want to know the relative distances of places from any given point on the earth's surface; their differences of latitude and longitude; the length of their days and nights; when their twilight begins, or ends, we must necessarily have recourse to the terrestrial globe. Still more useful, if possible, is the celestial globe, in astronomy, compared to any maps that can be drawn of the heavens. Some think that in order to be able to understand the use of the globes, very profound, long-continued study is required, whereas, in point of fact, a person of ordinary intelligence could learn the whole mystery in two or three weeks. Why, then, are not globes used extensively in private families as well as in schools? For even those who only read the morning papers, would find the terrestrial globe, at least, always useful if they know how to handle it.

## Poetry.

---

### THE EYE.

---

From the Valley Tan.

The tongue of eloquence may thrill,  
The poet's mystic pen inspire,  
Yet words belie the heart at will,  
And fancy rules the wak'ning lyre;

But if you would behold the mind,  
Its secret, silent springs espy,  
Its true reflections you will find  
Upon the canvas of the eye.

As dark'ning clouds obscure the skies,  
When lightnings flash and thunders roll,  
So sombre shades hang o'er the eyes,  
When sorrow's storms distract the soul.

And as the rainbow's glewing form,  
Speaks through tears of a shining sun,  
So hopeful eyes, above a storm,  
Bespeak the calm that is to come.

And thus you'll find, in light or shade,  
In friendship warm or malice cold,  
In ev'ry rank and ev'ry grade,  
The eye's the window of the soul.

M.

---

From Moore's Rural New Yorker.

### THE OLD HOUSE.

---

That little brown house! I remember it well—  
Mid roses and lilacs embowered—  
No palace of kings was e'er loved half so well,  
Tho' in pride and in grandeur it towered.  
With door always open to want and distress,  
Kind hearts there to comfort and cheer,  
And hands ever ready to give and to bless—  
Sure peace and contentment dwelt there.

Its compass was small, yet there ever was room—  
Its walls no rare pictures adorned—  
No costly upholstery there to shed gloom  
And discomfort on all things around.  
But the "old kitchen chairs" that so nicely did fit,  
The "arm-chair" all covered so neat,  
And the "little chair," too, where I first learned to knit,  
Seated there at my dear mother's feet.

Not these, in exchange for the sofas, divans,  
That modern apartments adorn,

Would I give, though with time, and the oft busy hands  
Of children, disfigured and worn.  
Then the "old German clock" that has hung on the wall,  
And numbered the hours as they passed,  
Though of joy, or of sorrow, it recked not the while,  
But whispered, "not always they'll last."

And then the "old cupboard" with door never barred  
To guard the rich dainties within,  
But filled with a store of nice cakes, pies, and bread,  
Which we buttered in slices *not thin*.  
O, *such* bread and butter as there was produced,  
Never since have I tasted, or can;  
It seemed that *new life* with each *slice* was infused  
As it came from our kind mother's hand.

'Twas the home of my childhood! that little brown house!  
Where I whiled its bright hours away,  
With the bird, and the bee, and the sly little mouse,  
As wild and as careless as they.  
And near it was there an "old barn," which I ween,  
As piled with rich harvests it stood,  
Some other *rude girl* like myself must have seen  
And loved it as well as I could.

O, many and sweet are the mem'ries that cling  
Around that loved home of my heart!  
'Tis hallowed by scenes that around me still fling  
A charm that can never depart.  
Tho' it standeth no longer and I am afar  
In a land that is new to my sight,  
Yet my spirit oft passes and wanders back there,  
With a feeling of strange, wild delight.

---

THE FORMATION OF AN ICEBERG.—The glacier is composed of fresh water. Its elements are modified more or less by the character of its base. The fracture and disruption are caused by wave action, by gravitation and temperature. The iceberg is a liberated glacier. I know not how to describe it. In color, its whiteness is opaque, like frosted silver. Its base is cobalt blue, and its edges flash and sparkle. Its shape depends on the influence around it. You will find all landscape forms and features upon it. Mingled with these pleasing associations are higher feelings of grandeur. I have measured them and found them to be three hundred feet, and the entire height of one such is, therefore, two thousand one hundred feet. Millions of tons are embraced in it, and it moves sometimes three miles an hour. There is something infinitely imposing in its march through the ice-fields.—*North and South*.


---

To see a father teaching his sons like an elder brother, and to see sons covet their father's company and conversation because they think him the wisest and most agreeable man of their acquaintance, is the most amiable picture the eye can behold. It denotes friendship, love, religion, and happiness.

Idleness is the Dead Sea that swallows all virtues, and the self-made sepulchre of a living man.

## Editorial Department.

---

 All communications and business letters should be addressed to "MISSOURI EDUCATOR, Jefferson City, Mo."

---

### STATE TEACHERS' ASSOCIATIONS.

#### NEW HAMPSHIRE.

Association met on August 2d, in Concord. In the selection of officers for the ensuing year, DAVID CROSBY, of Nashua, was elected President, and GEO. W. GARDNER, of New London, and WM. A. WEBSTER, of Manchester, Secretaries; also eight Vice Presidents, a Treasurer, and seven Counselors. Addresses were delivered on the following subjects: "The Family, the Church, the State; their province individually and combined, in educating the race," by Rev. WM. T. SAVAGE; "The Duty and the Right of Society to Educate the Young," by H. E. SAWYER. Essays were read upon "The danger of rendering too much Assistance in Teaching," by Mr. QUIMBY; and upon "The importance of more thorough study of English Literature," by H. BOLTWOOD. The following topics were discussed: "Is the present system of County Commissioners for Common Schools, preferable to State Superintendency?" "Ought we to follow the English or the Continental system of Greek and Latin Orthoëpy?"

Resolutions were adopted declaring the necessity of a more thorough and efficient system of school superintendence; that in addition to the present county supervision, there should be a State Superintendent, (or Secretary of the Board of Education,) and that he should be required to devote his whole time to the duties of the office. A committee was appointed to secure the passage of an act of the Legislature in aid of the *Journal of Education*, which has about four hundred and fifty subscribers—six hundred copies printed. According to a pre-determined plan, the places of four of the Board of Editors were filled by new members. The meeting seems to have been characterized by a fair degree of interest.

#### NEW YORK.

The Fourteenth Annual Meeting of the New York State Teachers' Association convened in Poughkeepsie, on Aug. 2d.

A Miss ANTHONY presented a report in favor of making Declamation a school exercise for girls, as well as boys, which subject, after discussion, was laid on the table. The subject of evening (in Missouri parlance, *night*) schools, was discussed, and night sessions both warmly



advocated and reprobated, the latter party favoring stringent laws coercing attendance upon the day schools.

The question, "In what way, and to what extent ought Oral Instruction to be given in schools?" was discussed, during which a diversity of sentiment was uttered, and no conclusion authoritatively expressed.

PETER ROUGET, of Brooklyn, delivered an address on "The Self Education of Teachers."

A resolution proposing to offer graded rewards for the three best essays, at the next meeting, on subjects connected with practical teaching, was laid on the table.

From a report of the Board of Editors, it appears that since 1856, the *New York Teacher*, before conducted for the State Teachers' Association, upon which body its pecuniary responsibility rested, has, under the management and personal responsibility of its present Resident Editor, JAMES CRUIKSHANK, and with whom an arrangement for its publication is continued, emerged from a debt of \$2,400, and is still prospering. E. A. SHELDON, A. S. BARROWS, D. H. CRUTTENDEN, A. B. WIGGIN, EDWARD WEBSTER, and JAMES W. BARKER—one half the number—were substituted for others in the Board of Editors.

E. M. ROLLO, of Greenbush, delivered an address—subject, "Arnold as a Model Teacher."

A report on "Physical Education" was presented, and the subject discussed.

T. B. SNOW, of Providence, delivered an address on the subject, "What shall we Teach," and E. L. YOUNG, a very interesting and instructive lecture on "The Chemistry of the Sunbeam; or, the Celestial Origin of the Terrestrial Forces." In the course of his lecture he stated these remarkable facts, that "the great mass of the great men have come within a belt of ten degrees, between 35 and 45 degrees;" and that "all the scientific men who have appeared upon the earth have existed within a limit of 26 degrees."

The Association is reported as having been incorporated. The officers for the ensuing year are: J. N. McELGOTT, New York, President; JAMES CRUIKSHANK, Albany, Corresponding Secretary; JAMES ATWATER, Lockport, and GEORGE N. HARRIS, Syracuse, Recording Secretaries; four Vice Presidents, and a Treasurer.

Among the subjects that are to be considered at the next annual meeting, are: "The Influence of Motives in Education;" "The Education of Children together, without regard to sex or color;" (better let alone;) "The Manner and Extent that Oral Instruction ought to be given in Public Schools;" "The Natural Order in the Development of the Human Faculties, and the Course of Study best adapted thereto;" "The relations between Principals and Assistants in Schools;" and "A Uniform System of Schools for the State"—the schools as now organized embodying antagonistic systems.

A committee was appointed to memorialize the next Legislature in respect to appropriating two hundred dollars to each Teachers' Institute.

The Association is to meet in 1860, on July 31st, at Syracuse.

## INDIANA.

The Fourth Semi-Annual Association of the Indiana Teachers assembled in Fort Wayne, on Aug. 23d.

After some remarks by Messrs. G. A. IRVIN and O. PHELPS, Mr. ROYCE, of Ohio, by request, gave a condensed history of the free schools of that State, showing the difficulties with which they had to contend for more than twenty years, and how, at present, they have from seven to ten months free school in every district in the State; that Teachers' Institutes are now held in two-thirds of the counties; that two Normal Schools are in successful operation, besides a large number of Colleges and Academies with Normal Departments, all doing a good work.

Mr. PHELPS read an essay, in which he gave twenty-five reasons in favor of awarding prizes in schools. After discussion, the subject was laid on the table.

Mr. W. D. HENKLE, (now of the Normal School, in Lebanon, Ohio,) resigned his place as Resident and Mathematical Editor of the *Indiana School Journal*, and Mr. O. PHELPS was elected as Resident Editor, Prof. DANIEL KIRKWOOD taking charge of the Mathematical department.

Dr. MYERS delivered an address on the subject of "Human Progress."

The question, "Shall our State call a Convention to amend the Constitution?" was elaborately considered. The change desired, is to confer upon the people in any locality, the authority to assess, for school purposes, a special tax, additional to the present school fund. From the discussion we learn that the system of graded free schools in the cities and towns, has not yet been inaugurated in Indiana.

A proposition to unite the *Indiana School Journal* with the *Indiana Farmer*, was received from J. N. RAY, the editor of the latter journal, and referred to a committee.

"Should pupils be required, in recitation, to use the precise language of the text-book?" was reported for discussion, and considered, the current sentiment seeming to be this: while much benefit may be derived, in many cases, from impressing the text upon the memory, in matters which involve the powers of the understanding, if the thing is truly understood, the person ought to be able, generally, to tell it in his own language.

A series of resolutions offered and unanimously adopted, declare, that "the present condition of the educational interests of the State of Indiana is deplorable;" that "Indiana is now below all the other free States in the proportion of her white population who can not read nor write, and below all the slave States but three;" that "for many years the State has been constantly going down in the proportion of its intelligence;" that while in 1840 it stood as the sixteenth, in 1850 it was the twenty-third State in the educational scale; that these facts and the inferior advantages for free schools, are turning aside the tide of wealth and intelligent immigration; that "there are in Indiana seventy thousand adults, of mature age, who can neither read nor write,—thirty-five thousand voters who cannot read the names on the ballots they vote, and three hundred thousand youth who are in no school what-

ever; and that the fruit of this ignorance, is a manifest augmentation of indolence, vice, and crime.

It is also stated that a *local* law which was in existence a short time, did much good while in operation.

A resolution was also unanimously adopted, pledging the members of the Association to vote, at the election in 1860, "for no man who does not promise that he will support with all his energy and ability, the movement for (the desired change in the) Constitution, and for suitable laws thereon."

The following sentiments were read and responded to: "Fort Wayne and its Antiquities." "The Press and Education." "Education as connected with the Banking Interests of the State." "The Pulpit as connected with Education." "The Law and Popular Education." "The mutual interests of Colleges, Academies, and Free Schools." "Music and Education." "The Progress of Humanity." "The Lady Teachers in attendance! They cheer us by their presence as Lady Washington and the other heroines of '76, cheered and encouraged the patriots of Valley Forge. May they grow stronger in self-reliance, until they are willing to take that advanced place in the movement for human culture which their fellow teachers, at least, would cheerfully accord to them." "The Ohio Teachers! May their example, when all was darkness, cheer us in our long night of 'hope deferred.'" "The Teachers of Indiana."

#### MICHIGAN.

The annual meeting of the Association was held at Pontiac, on August 16th, 17th and 18th. The officers elected for the ensuing year were: Prof. E. J. BOYD, of Monroe, President; FRANK PEAVEY, of Battle Creek, Rec. Secretary; D. PUTNAM, of Kalamazoo, Cor. Secretary; a Treasurer, and eleven Vice-Presidents. "The Library System of the State" (a system of township libraries which, prior to 1850, were distributed quarterly to the several school districts; since, until 1858, delivered directly to the reader from the township library, and now optional with the voters of each township whether they will have township or district libraries) was discussed warmly and at length; also, "The Propriety of Moral and Religious Instruction in Schools." An address on "Practicalism" was delivered by Prof. H. S. FRIEZE. Four standing committees were appointed, viz: "On Reforms in the School Laws;" "On the Merits of Text-Books;" "On Courses of Study," and "On the Journal of Education"—the latter instructed "to secure a yearly editor, if possible, and, if not, to act on the plan of the Massachusetts Association, and provide twelve monthly editors and one resident."

From the Report of the Executive Board, read by the Superintendent of Public Instruction, we learn that the patronage of the State University continues to increase rapidly; that a proper University course of lectures, and a Law Department, have been added in the last year; that the four male Colleges—the Adrian, the Olivet, and those at Kalamazoo and Hillsdale—and also the Female College at Albion, are all prosperous; that the State Normal School is highly successful; that the Agri-

cul  
lab  
tival  
em  
and  
mer  
mon  
of E  
thin  
gath

CA  
tutio  
disting  
pupils  
and  
Mrs.  
ANN  
Music  
Scien  
Instru  
famili

CLA  
"Facu  
cipal;  
PATT  
L. T. I  
ery an  
It is ex  
during  
nine b  
the fir  
with a  
nary, is  
access.  
thorough  
this Sta

JEFFE  
report o  
sociation  
and G. E  
in this:  
publicati  
with.

cultural College is doing a large work, and doing it well, and as a manual labor institution, is demonstrating the compatibility of a coördinate cultivation of the body and the mind;" that their system of Free Schools embraces the "Primary," and a superior order termed "Union Schools," and that the Free Schools are attaining a higher degree of scholastic merit and usefulness; that their Teachers' Institutes are commanding a more general interest and exerting a salutary influence; that the *Journal of Education* has now a circulation of 5,100 copies. (Teachers of Missouri! think of this latter fact, and *wake up*.) These are the principal facts gathered from the report of the proceedings, so far as published.

---

### SCHOOLS OF MISSOURI.

---

CARROLLTON SEMINARY.—From the first annual catalogue of this institution we learn that it embraces a male and female department, entirely distinct; that in the academic year ended in August, the number of pupils in attendance was one hundred and three—forty-seven females and fifty-six males. SAMUEL J. HUFFAKER is the Principal, assisted by Mrs. JULIA A. SEARS in the female, DAVID BALL in the male, and Miss ANN M. SMITH in the primary department; CHAS. STAFFEHL, Prof. of Music. The list of studies indicates a thorough course—Mathematical, Scientific and Classical. Tuition, per session of five months, \$8 to \$15; Instrumental Music, \$20. The Arts are also extra. Board obtained in families at \$2 per week.

CLAY SEMINARY.—The last annual catalogue is the fourth. The "Faculty of Instruction" is thus constituted: JAMES LOVE, A. M., Principal; Mrs. L. A. LOVE, Home and Literary Departments; Miss ANN PATTON and Miss V. McCOUN, Literary and Primary departments; Mrs. L. T. HILDRETH, Drawing and Painting; Miss MATTIE PETERS, Embroidery and Ornamental Work; Mons. R. E. RICHARD, Instrumental Music. It is exclusively a female school. The number of pupils in attendance during the year was one hundred and forty-two—six graduates; forty-nine boarders in the Seminary family. The annual sessions commence the first Monday in September and end the third Thursday in June, with a week's vacation at Christmas. Liberty, the location of this Seminary, is only four miles from the Missouri river, and therefore easy of access. Prof. LOVE is earnestly devoted to the cause of education, is a thorough scholar, and has an experience as a teacher of many years in this State.

---

JEFFERSON COUNTY TEACHERS' ASSOCIATION.—An error was made in the report of the proceedings of the recent meeting of the above named Association. ABNER GREEN's name should have been appended as President, and G. E. NEEDHAM's as Secretary. The error was unimportant excepting in this: that they are the officers of the permanent organization, and the publication might mislead persons having occasion to correspond therewith.

## THE PRESS.

**THE UMPIRE.**—The first number of this monthly, in quarto form, published in St. Louis and edited by THOMAS ABBOTT, has been received. It is to be "devoted to national policy, literature, news," etc. It is well printed and ably edited. Price, \$1 per annum.

**THE SOUTHERN TEACHER.**—The South is truly awaking to its true interests in regard to educational matters. North Carolina, Georgia, Alabama and Tennessee each have their Educational Journal; and now "*The Southern Teacher*," a bi-monthly of 48 pages, octavo, appears upon a platform which is intended to overlook the *whole South*, and to supply to the teachers thereof, and to all who feel the proper interest in either School or Home education, a medium, "the design of which is to discuss all subjects relating to instruction and discipline at home and in school; to present the views of experienced and practical educators in regard to the theory and practice of teaching; and to furnish notices of school books and interesting items of educational intelligence. In a word," says its very able and learned editor, Prof. W. S. BARTON, "we propose to make it a medium of professional intercourse between teachers of the South, that each may receive the encouraging sympathy of the other in the great and noble work in which they are engaged."

In its pages we find original matter of the highest order of literary merit. In the July (the first) number, "The Claims of Natural History;" "The Profession of Teaching;" "Patience and Perseverance;" and "The Uses and Abuses of English Grammar," are its principal original topics. It is published in Montgomery, Alabama, at \$1 per annum—5 copies, \$6; 13 copies, \$10; 20 copies, \$15. It is printed on very superior paper, and its typography is beautiful. We commend *The Southern Teacher* to extensive patronage. Under the editorship of Prof. BARTON it will deserve it.

**TENNESSEE JOURNAL OF EDUCATION.**—We rejoice to find upon our table, an educational monthly hailing from Tennessee. Its title is "*The Journal of Education*," its form octavo, 32 pages, and its place of publication, Richmond, Tenn. C. S. RANDOLPH, Editor; H. H. HARRIS and C. R. DARNELL, Assistant Editors. Its selections are good, and its original matter highly creditable. It seems to be a private enterprise. We hope the teachers of Tennessee will give to it a liberal support,—literary and pecuniary,—and thus contribute in the most efficient manner they can, to the elevation of the standard of education, and to the instruction of the masses, in a State where such improvement—in some sections at least—is greatly needed; and where the free school fund and free school system are altogether inadequate to the wants and best interests of the people.

**IOWA INSTRUCTOR.**—We have received the Prospectus of the *Iowa Instructor*, which the Iowa Teachers' Association, at its recent meeting,

decided to establish as the organ of that body. It is to be published by LUSE, LANE & Co., at Davenport, commencing immediately. It is to contain 32 octavo pages of reading matter. The Executive Committee promise that it shall be issued "regularly and promptly, for one year, at any sacrifice." It is gratifying to us to find so noble an enterprise undertaken with a spirit so ardent and self-sacrificing.

All subscriptions are to be addressed to "C. C. NESTLERODE, Tipton, Iowa," and communications to "Iowa Instructor, Davenport, Iowa."

THE WEEKLY WEST.—We hail with pleasure *The Weekly* (St. Joseph) West as a regular exchange of the EDUCATOR; and we are much pleased to find in it the commencement of a series of articles on the subject of "Primary Education." We shall endeavor to give the gist of the series in the EDUCATOR.

Several other news exchanges, to which we have been sending, have also been pleased to place us upon their exchange lists, a favor we shall appreciate, and on proper occasions, reciprocate.

THE MISSOURI EDUCATOR. A Literary Educational Journal. Published monthly.. W. G. CHEENEY, Proprietor; A. PEARODY, Editor. Jefferson City, Missouri. 32 pp. 8vo.

We honor the enterprise of those iron-hearted pioneers of education who have left scarcely a State, however new or remote, without its educational journal to send its beams of light into every county, and enliven the heart of every teacher. The MISSOURI EDUCATOR has commenced its second volume, and with the energy and enterprise which we know to prevail among Missouri teachers, we do not believe they will incur the shame of withholding a general and hearty support. This is the only journal we receive from the west of the Mississippi.—*Michigan Journal of Education*.

---

CARROLL COUNTY TEACHERS' INSTITUTE.—A number of the teachers of Carroll county met at Carrollton on September 10th, and appointed a committee to draft a constitution and by-laws for the regulation and government of a County Institute, into which the meeting resolved itself. GEO. PATTISON acted as Chairman, and S. J. HUFFAKER, Principal of the Seminary, as Secretary. The teachers meet again on the first Saturday in October, for the purpose of a complete organization.

---

LIFE ILLUSTRATED recommends Agricultural Schools for females. And we notice that Mrs. PHELPS, of New York city, is establishing, on Long Island, a school for educating orphan girls in the art of horticulture, embracing, besides the cultivation of fruits, flowers, etc., the preserving of fruits and vegetables, the rearing of poultry, as well as the management of household affairs in general. A plat of land has been bestowed by Mrs. PHELPS, and buildings are now in process of construction in order to carry out the scheme.

## TEACHERS' AGENCY.

"Resolved, That it is expedient and highly important to have a medium of communication between teachers and those who desire to obtain teachers.

"Resolved, That in consideration of this, the editor of the MISSOURI EDUCATOR be appointed such a medium."

In accordance with the adoption, by the Missouri State Teachers' Association, of the above resolutions, a book has been opened in which will be kept a record, under one head, of "Teachers Wanted," and under another, of "Teachers Wanting Places." Under the first head will be noted the character of the school, as described by the parties interested, the kind of teacher wanted, and the salary offered, if this is indicated, with any other important facts pertinent to the case. Under the second head will be noted the address of the teacher, his qualifications, as represented, whether a person of family, the kind of place wanted, &c. In all cases the correspondence and testimonials will be filed and open to inspection.

The substance of the record made will also appear in the EDUCATOR—twice, if we are not informed that the want is supplied, of which we should, in every instance, be promptly informed, if the place is filled, or a situation obtained, without our positive knowledge of the fact.

For every such record, or record and notice in the EDUCATOR, our charge will be one dollar, *pre-paid*. This is a very small charge—only the price of an advertisement a single insertion; but even though there will still be the additional labor of no inconsiderable amount of correspondence, we are disposed to make the Intelligence Agency as useful, and as little burdensome to those who choose to avail themselves of its facilities, as possible.

Persons desiring to open a correspondence with applicants, will, on applying to us, be furnished with their addresses.

## TEACHERS WANTING PLACES.

A GENTLEMAN who has much experience as a teacher, desires a situation as such in the vicinity of Jefferson City. n6

A YOUNG LADY, now of Lansing, Michigan—no particulars mentioned—desires a situation in this State as a Teacher. n5

A YOUNG LADY, now residing in Indiana, endorsed by a distinguished Teacher in this State, as a graduate of an excellent Female Seminary, desires, on account of her mother's attachment to Missouri, to obtain a situation in the State—"would prefer to teach painting and drawing, but will accept a situation to teach any of the solid branches." n5